

TOWN: BES

FACILITATOR: Celia Guggemos, Flor Diaz-Smith , Rebecca Tatistcheff

NOTE TAKER: Celia Guggemos

HOW MANY PEOPLE IN GROUP: 7

|   | QUESTION   | NOTES  |
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| 1 | What kinds of benefits or opportunities could come with multi-town school communities? | <p>Questions around the impact on Berlin given that our school isn't closing.</p> <p>Noted that 6th graders are feeling ready to move on. The structure of elementary school can be tough.</p> <p>New friendships. Potential of less shared staff. Better utilization of staff.</p> <p>Question: Would consolidation allow our students to have more access to additional allied arts time. Could we have one teacher at each school.</p> <p>Building connections earlier so that students may have a deeper sense of connection prior to U-32. Example: of one or two kids in a class.</p> <p>Could there be more efficient bus routes for kids.</p> <p>More access to afterschool opportunities.</p> |
| 2 | What concerns or worries do you have when you think about possible school closures?    | <p>Concerns about sending our younger students to U-32.</p> <p>Do they lose the sense of pride in behavior? Concern about sending young students to school.</p> <p>Travel time on buses.</p> <p>Is there a loss of community? Shared from Worcester folks that people won't want to live in the town without a school.</p>   |

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| 3 | What feels most challenging about creating multi-town elementary schools?   |  |
| 4 | If a closure of a school facility happens and a multi-town school were to replace a town's school, what should we emphasize in building new school communities? |  |
| 5 | How can we help our new multi-town school communities grow, connect, and thrive?  |  |
| 6 | What would help families and community members feel real ownership and pride in a new multi-town school?  |  |
| 7 | What would help students feel comfortable, welcome, and at home in a new multi-town school?   |  |
| 8 | What will make 6th grade students feel welcome and ready to move to the U-32 middle school?   | <p>Dependent on the kid. Some folks are not that worried about.</p> <p>More opportunities or events to engage at the middle school. Spend the day with an 8th grader</p> <p>More whole school community build. Community library night at U-32.</p> <p>Multiple Step-Up Days</p> <p>Families—have multiple exposures, meet teachers, understand scheduling, Deep understanding of behaviors and exposure. How do we prevent that? What is the plan for separation?</p> |
| 9 | What could the district do to address concerns and make this transition easier for everyone?  | <p>Are there thoughts about what middle school will look like? Would there be a different middle school plan?</p> <p>Why does it make sense numerically?</p>   |

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| <p>10</p> | <p>Are there any other things that you'd like to share as we move through this process?</p>   | <p>Moving 6th grade and closing school seems like two different things?</p> <p>Increased opportunities for ¾ graders that could be across the schools that aren't sports related. We want to increase the number of trusted people that kids can create peer-peer relationships.</p> <p>How can we intentionally create opportunities across school? Curriculum or club related. How do we preserve their 'childhood' with increased exposure?</p> <p>Parenting opportunities and support groups as we navigate the new learning and experiences.</p> <p>How do we preserve the expectations and behavior within the middle schooler model?</p> <p>How do we increase connection with the family while they are at U-32. How do we create a community at U-32 where parents know people. How do we create intentional connections outside of sports?</p> |
|           | <p>Question: what's the plan for the buildings? That could help the communities know what to expect.</p> <p>Is Montpelier going to join the party?</p> <p>Timeline—is this actually feasible with the timeline that's given?</p> <p>How do we model what this looks like? What are the additions? Increased opportunities should this happen?</p> |  |